Mathematics Teacher Survey

Approximate length Goal for Main Study	20 minutes for teacher background and classroom characteristics; 10 minutes per student report
Mode of administration	Web-based administration accessible by individualized link.
Key constructs	Teacher background and classroom characteristics

Teacher background and classroom characteristics
- Student and Classroom Characteristics
  - Class size (number of students)
  - Course type
  - Heterogeneity in math ability
  - Classroom climate (e.g., misbehavior)
- Classroom Mathematics Instruction
  - Curriculum used
  - Opportunities to learn (length of course)
  - Content covered in course (Common Core & practice standards)
  - Instructional practice/pedagogy
  - Availability and use of classroom resources
- Views on Teaching and School Environment
  - Instruction in self-contained classrooms or departmentalized
  - Factors for determining math course (take a test, prerequisite)
  - Teacher efficacy
  - Instructional leadership
  - Academic culture (high standards and expectations)
  - Teaching climate
- Teacher Background
  - Education and degree (courses in math and math education)
  - Years of experience
  - Certification
  - Demographic information

Teacher provided information on individual students
- Mathematical Thinking
  - Math class performance
- Social Skills
  - Approaches to learning
  - Externalizing behaviors
  - Social skills and positive behavior
- Classroom Behaviors
  - Academic engagement (behavioral and cognitive)
  - Attendance
- Student and Classroom Information
  - Math support services (tutoring, pull-out, instruction frequency)